

**THE IMPACT OF THE CULTURE SHOCK FACED BY
STUDENTS AT DORMITORY AL-JAMI'AH TO 2016
PERIOD IN IAIN PALANGKA RAYA**



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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF EDUCATION AND TEACHER TRAINING
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2017 M / 1437 H**

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PERIOD IN IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfilment of requirements
for the degree of *Sarjana* in English Language Education



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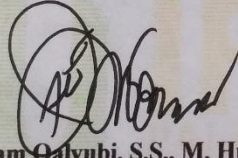
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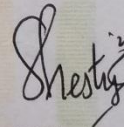
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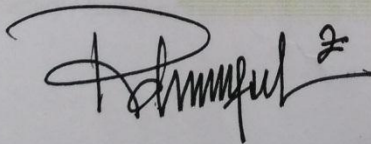
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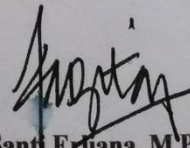
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MOTTO AND DEDICATION

"Barang siapa keluar untuk mencari ilmu maka dia berada di jalan allah"

(HR. TURMUDZI)

"Whoever goes out to search Science then he is in the way of Allah".

(HR. TURMUDZI)

This Thesis is dedicated to:

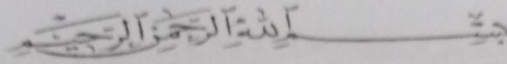
My beloved Father and Mother, Mr. Bukhari and Mrs. Jusminar,

For their valuable endless prayer, sacrifice, and support.

As well as my sisters Maya Wulansari, Tria Gustiani and my brother

Muhammad Noval Hibatullah.

DECLARATION OF AUTHORSHIP



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Declare that:

1. This thesis has never been submitted to any other territory education institution for any other academic degree.
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3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, Oktober 23th, 2017

Yours Faith fully



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THE IMPACT OF THE CULTURE SHOCK FACED BY STUDENTS AT DORMITORY TO 2016 PERIOD IAIN PALANGKA RAYA ABSTRACT

Hariyanti, Riska. 2017. *The Impact of the Culture Shock faced by Students at Dormitory IAIN Palangka Raya 2016 period*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Dr. Imam Qalyubi, M. Hum., (II) Hesty Widiastuty, M. Pd.

Keywords: Correlation, Culture Shock, Learning Outcome

The purpose of this research are (1) phase of the culture shock that can influence toward learning outcome faced by students at dormitory IAIN Palangka Raya (2) the elements of the culture shock (3) correlation between culture shock and learning outcome.

This research applied quantitative and used correlation design. The population of this research was the second semester students at dormitory IAIN Palangka Raya 2016 period which consisted of 40 students. The researcher used purposive sampling. To collected the data in this research, the researcher used questioner and documentation.

The result showed that (1) phase affecting students at dormitory is rules in there with the percentage 84% which mean very high and using English or Arabic got 88% so it mean that very high furthermore phase that influence is culture shock phase(2) elements of culture influenced they in dormitory are language get 70% mean high and communicating get high rating also with 65% percentage (3) there is correlation between culture shock and learning outcome based on the test result probability value 0.05 % is 0.057% and $r^{\text{observed}} 0.729 > r^{\text{table}} (0.403)$. It meant that the alternative hypotheses (H_a) that stated there was correlation between culture shock and learning outcome was rejected and Hypotheses (H_o) that stated there was no correlation between culture shock and learning outcome was received.

**PENGARUH DARI KETERKEJUTAN BUDAYA TERHADAP HASIL
BELAJAR MAHASISWA YANG TINGGAL DI ASRAMA IAIN PALANGKA
RAYA ANGKATAN TAHUN 2016**

ABSTRAK

Hariyanti, Riska. 2017. *Pengaruh dari Keterkejutan Budaya terhadap Hasil Belajar Mahasiswa yang tinggal di Asrama IAIN Palangka Raya angkatan Tahun 2016*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institute Agama Islam Negeri Palangka Raya. Pembimbing (I) Dr. Imam Qalyubi, M. Hum., (II) Hesty Widiastuty, M. Pd.

Kata Kunci : Hubungan, Keterkejutan Budaya, Hasil Belajar

Tujuan dari penelitian ini adalah menemukan (1) tahap apa saja yang mempengaruhi mahasiswa yang tinggal di asrama AL-Jami'ah IAIN Palangka Raya merasakan keterkejutan budaya (2) bagian mana didalam budaya yang membuat mereka merasakan keterkejutan budaya (3) hubungan antara keterkejutan budaya dengan hasil belajar mahasiswa yang tinggal di asrama Al-Jam'ah IAIN Palangka Raya angkatan tahun 2016

Penelitian ini menggunakan metode kuantitatif dan menggunakan desain korelasi. Populasi dari penelitian ini adalah mahasiswa yang tinggal di asrama Al-Jami'ah IAIN Palangka Raya angkatan tahun 2016 yang terdiri dari 40 mahasiswa. Peneliti menggunakan sampel bertujuan. Untuk mendapatkan data, peneliti menggunakan pertanyaan dan observasi.

Dari hasil tersebut menampilkan bahwa (1) tahap yang mempengaruhi mereka meraskan keterkejutan budaya di asrama adalah peraturan yang ada di asrama dengan persentasi 84% yang berarti sangat tinggi dan menggunakan bahasa Inggris dan bahasa Arab mendapatkan 80% yang berarti sangat tinggi, oleh karena itu tahap yang mempengaruhi adalah tahap keterkejutan budaya (2) bagian dari budaya yang mempengaruhi adalah bahasa mendapat persentasi 70% yang berarti tinggi dan komunikasi mendapat rating tinggi juga dengan persentasi 60% (3) ada hubungan antara keterkejutan budaya dengan his hitung kemungkinan 0,05 adalah 0.057 dan r^{hitung} 0,729 lebih besar dari pada r^{table} 0,403. Jadi tidak ada korelasi positif antara keterkejutan budaya dengan hasil belajar. Ini menunjukan bahwa H_a di tolak dan H_o diterima.

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Riska Hariyanti
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LIST OF ABBREVIATIONS

IP : Index Performance

KHS : Kartu Hasil Belajar

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses data that are background of the study, problem of the study, hypothesis of the study, assumptions, limitation of the study, objectives of the study, significances of the study, operational definition and frame work of discussion.

A. Background of Study

Culture is complex the covered knowledge, confidence, law, habit and ability who have of human as a society. (Tylor, 2006:150). Culture is a tradition and habit that is owned by the community in a region. Culture has also become a hallmark owned the area. Indonesia has many islands and also has a different culture. Cultural differences can also make a dispute if each person does not understand each culture. There is a saying that goes "where the Earth in the sky there is overriding departure", which means that we are having to adjust to the environment we are in, it's the same sense of culture. Where we are we should be able to adapt to environmental and cultural belonging to the region itself.

In General, most individuals do not realize in a real culture which regulates and shape the personality and behavior, because culture is included in the invalid constructs psychology hidden (Gudykunst and Kim,2013). When a someone was separated from culture, both psychologically as well as

physically and face different conditions back with description and assumption that is believed before, then that is when individuals become fully aware of the system of control of the culture that has been hidden.

Enter a different culture makes individuals become foreigners in cultural, individuals faced with a situation that his habit into doubt. This can lead to shock, stress, and depression. This shock can lead to self-concept shaken resulting in anxiety ((Gudykunst and Kim,2013). This condition causes individuals experiencing mental and physical disorders, at least for a certain period of time.

Reaction to the situation by Oberg referred to by the term culture shock, so it can be said that frame the meeting between cultures as a source of uncertainty and anxiety.

The definition of culture shock continues to evolve and stressed to the explanation psychological (psychological explanation). Adler extended culture shock as a set of emotional reaction against the loss of the amplifier from the environment of the individual the stimulus, and replaced with a new culture that has little meaning, and cause misunderstanding with new cultures, and can cause feeling disempowered, short-tempered, and scared will be on the hokey, hurt or snubbed.

Culture shock is not a clinical term or a medical condition. Culture shock is the term used to describe the feeling confused and hesitant that might be experienced by someone after he left a familiar culture to live in a new and different culture (Kingsley and Dakhari, 2006).

Of the various definitions of culture shock expressed above can be drawn the conclusion that culture shock is the individual reactions that are temporary, either physical or psychic, which appeared because of cultural differences when individuals move from the country/place of origin to the country/place. On the basis of the above definitions of culture shock, researchers very interested in researching the current student living in a dorm IAIN Palangka Raya to 2016 period. New students or students in semester first require to stay in their dormitories and obliged to use the language of United Kingdom and Arabic. Of course with their habits that will make them change the shock culture. They will feel confused, anxiety and feel helpless. They also live in the neighborhood and a new friend who makes them feel very foreign will be their new residence. On the basis of a first-semester student problems that researchers found a few problems.

According to Winkelman (1994) purposed that culture shock could result in psychological and physiological maladjustment encompassing psychology, emotion relationships, cognition, and society, as well as a change of socio-cultural relationships, cognition unbalances, and role pressure.

Imitate to Winkelman's opinion the researcher concluded that culture shock influences their psychological and physiological, directly it will influence their study or learning outcome for first students at dormitory because they move to the new environment.

Based on judgment and thought above, so the researcher interested to research entitled **“THE IMPACT OF THE CULTURE SHOCK FACED BY STUDENTS AT DORMITORY AL-JAMI'AH TO 2016 PERIOD AT IAIN PALANGKA RAYA”**.

B. Problems of Study

Based on the background of the study above, the problem of study are formulated as follow:

1. Is there phase of the culture shock that can influence students at dormitory IAIN Palangka Raya 2016 period?
2. Is there elements of culture that can influenced students at dormitory IAIN Palangka Raya 2016 period?
3. What are the correlation between culture shock and learning outcome faced by students at dormitory Al-Jami'ah IAIN Palangka Raya to 2016 period?

C. Hypotheses of Study

By paying attention to the formulation of the problem, the researcher can formulate hypotheses as follow:

Ha: There is a correlation between culture shock and learning outcome.

Ho: There is no correlation between culture shock and learning outcome.

D. Assumptions of Study

The assumption of this study is that the culture shock influenced of learning outcome students in dormitory IAIN Palangka Raya 2016 period.

D. Limitation of the Study

This research focus to students second semester living in Mahad Al-Jamiah to 2016 period in IAIN Palangka Raya. The researcher is very interested in students who live in a dormitory since students who live in a dormitory should use English and Arabic, then the custom/culture they adapt time and socializing is also going to change. as well as the results of their study, when the transfer of areas/places to live greatly influences the results of one's learning because of it indirectly psychic and the psychology of the people will be disturbed. So, with this study researcher conduct research focusing on the shock of their culture, whether that culture shock affects their learning results or not.

E. Objectives of the Study

1. To analyze what are factors of the culture shock that can influence students at dormitory IAIN Palangka Raya 2016 period.
2. To analyze what is elements of culture that can influenced students at dormitory IAIN Palangka Raya 2016 period?

3. To analyze there is correlation between culture shock toward the result of the study faced by students at dormitory Al-Jami'ah IAIN Palangka Raya 2016 period.

F. Significances of the study

The significances of the study are handled two significances. The first is theoretical significance and the second is practical significance.

1) Theoretical significant

As a scientific work, the result of this study is expected able to make a consider contributing to the development of science knowledge in Indonesia and enriching knowledge to provide actual information and deep understanding of adjustment culture on the campus of the Islamic State University of Palangka Raya. In development, the result of this result can be used as one reference or guidelines in carrying of further research, particularly in the areas of socio-cultural or similar.

2) Practically significant

Provide suffice input for student regarding cultural adjustment that occurred on the campus of the Islamic State University of Palangka Raya, especially students (cross-cultural) that socialization living in dormitory Al-Jami'ah IAIN Palangka Raya.

Factors that widened support and obstacle in a cultural adjustment in the dormitory Al-Jami'ah IAIN Palangka Raya.

G. Operational Definition

To avoid such a less suitable against the terms of this research, it needs to be confirmed a few definitions:

1. Culture

Culture is the total of the inherited ideas, beliefs, values, and knowledge which constitute the shared bases of social activities. It also provides with the other word which has similar meaning like custom, life style, a way of life and society (The Collins Dictionary and Thesaurus, 1989). In line above culture is a belief, values, behavior and knowledge in a society performed continuously in their daily lives.

2. Culture shock

Culture shock is when some do not know the social cost of a new cultural or if he/she knew unable or unwilling to show behavior in accordance with those rules (Furnham dan Bochner, 2008). According to the opinion above that culture shock is unknowing some people when they come to a new environment and they feel there is a difference the new culture with the culture of origin.

The culture shock influenced from the communication barriers between culture such as language, physical, emotional experience, this

motivation, perception, nonverbal communication and competition (Samovar, 2010). Culture shock also can influence psychology and physiology, like culture, language and behavior.

3. Learning Outcome

Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher (expressed in the aims of a module or course) (Sudjana, 2004: 22). They can take many forms and can be broad or narrow in nature (Stephen Adam). A learning outcome is the result of learning is the abilities of the students after receiving their learning experience.

H. Framework of Discussion

The framework of the discussion of this study are :

- Chapter I** : Introduction consists of background of the study, problem of the study, objective of the study, hypothesis, assumptions, significance, definition key terms, and framework of discussion.
- Chapter II** : Review of related study cover previous of the study, definition of culture, element of culture, definition of culture shock and definition of learning outcome.
- Chapter III** : Research methods consists research design, research type, variables of the study, population and sample, research instrument, data collection and data analysis.

Chapter IV : Result finding and discussion cover of data presentation, research finding and discussion.

Chapter V : Conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses data that related studies and previous of the study.

A. Related Studies

1. Culture

Culture is that which the language learner need to know in order to understand the meaning of the message in another language, other than the formal properties of the language code (syntax, morphology, and phonology) (Dwyer,1996).

Culture is a system of behaviors and modes that depend on unconsciousness (Edward Sapir,1956). An anthropologist believes that “Culture is a connection of ideas and feelings accepted by the majority of people in a society” (Rocher 1972, 2004). Undeniably, culture is learned and shared within social groups and is conveyed by nongenetic ways (The American Heritage, Science Dictionary 2005).

In general, from the sociological perspective, culture is the total of the inherited and innate ideas, attitudes, beliefs, values, and knowledge, comprising or forming the shared foundations of social action. Likewise, from the anthropological and ethnological senses, culture encompasses the total range of activities and ideas of a specific group of people with common and

shared traditions, which are conveyed, distributed, and highlighted by members of the group (Collins English Dictionary 1991, 1994, 1998, 2000, 2003). Culture has some elements or components:

a. Language

Language is an introduction tool in communicating, for each Country and part, region have differences that are very complex. In the science of language communication is communication that is difficult to understand. The language has a unique and complex nature, which can only be understood by users of that language. So the uniqueness of this language to be learned and understood so that better communication and effective with acquiring the value of empathy and sympathy from others.

Lyons (1981:4) a language is a system arbitrary vocal symbol by means of which a social group cooperates. In line with Lyons language is means of communication between members of communities or group symbol main sound.

b. Communication

Berelson and Staner (1964) communication is a process sending information, idea, emotion, ability. By using symbols such as words, picture, and number. According to Berelson and Staner communication a process to convey information or ideas with how to express the opposite of talk.

c. Values and Attitudes

Kenneth Johansen (1960), culture give effects the values and attitudes of the members of a group. Values are principles and standards accepted by the members; attitudes mean the actions, feelings, and thoughts that result from those values”. In every group of society will have a deal such as values to have kept it or have to meet the attitudes. If the attitudes and the values which created and deal with it that is a culture, because they operate it together in group of society

d. Religion

Religion is a human need that is universal. religion is a symbol, the system of beliefs, value system, and group behavior system, all of which were focused on the issues in biodiversity as the most meaningful.

e. Social Structure

Samovar (1960) states, describes that the organizations referred to as a social system or social structure, represent the various social units contained within the culture. Such as institutions include the family, government, schools, and even tribes.

Educational roles that give a lot in contexts relate and communicate in natural communities. The socially formed system in a country will be the Foundation and concepts applicable to the social order of society.

From these various definitions, can be acquired an understanding of culture is something that will affect the level of knowledge and includes a system of ideas or ideas contained in the human mind so that in everyday life, culture is abstract.

2. Culture Shock

Culture shock was first proposed in 1958, aiming to describe the chaotic emotion of a personal being a new environment in psychology (Tromenars, 2006). According to Oberg, culture shock may be defined as the psychological disorientation experienced by people who suddenly enter radically different cultural environments to live and work. Culture Shock refers to the effects of being in a familiar culture and getting into an unfamiliar one, experienced by people who work, live or study abroad. Anyone could exhibit Culture Shock, as it aims to describe individual chaotic emotions when entering in a new environment. Culture Shock is closely related to cultural diversity, including shocks from new environments, new faces, and adaptation to exotic customs.

While according to Samavor culture shock is a mental that comes from transition occurs when left environment that he knew to come and live in new environmental and found that pattern of behavior that used to ineffective if it is applied in a new environmental (Samovar, 2010).

Culture shock has been the impact on individual psychology such as depression, anxiety, and feeling of helplessness is significant for those people who come into contact with a new culture. Oberg described six aspects or symptoms of culture shock:

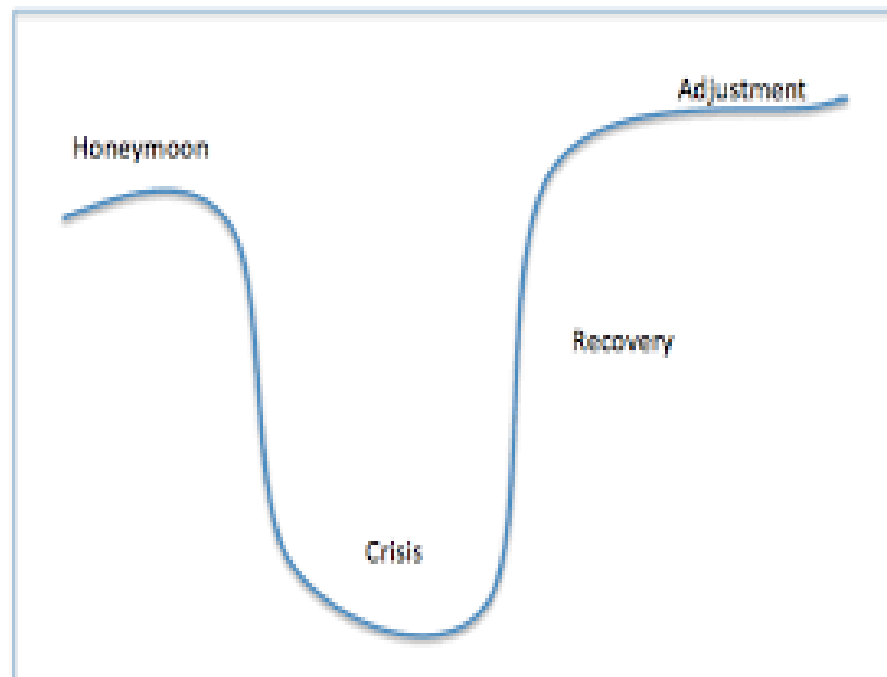
1. strain due to the effort needed to make the necessary adaptations to an unfamiliar environment;
2. a sense of loss and feelings of deprivation about friends, status, profession and possessions;
3. rejection by and/or rejecting members of the new culture;
4. confusion in the role, role expectations, values, feelings, and self-identity;
5. surprise, anxiety, and even disgust and indignation after becoming aware of cultural differences; and
6. feelings of impotence due to not being able to cope with the alien situation.

When people encounter a new culture and experience culture shock, change and unfamiliarity influence their own psychology adjustment and participation in a cultural environment. This changes or unfamiliarity make them fail to understand the ideology and behavior of local people so that they do not know why those people behave as they do and how they themselves and should behave. When these people lose all familiar signs and symbols of social intercourse, they have to try to adapt themselves to a different lifestyle,

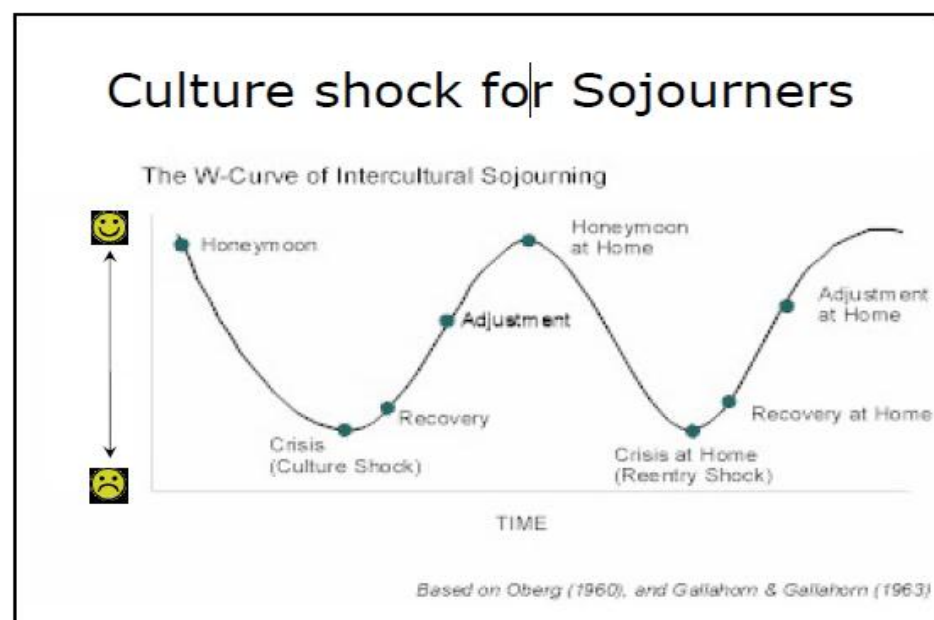
living conditions and business practice in a new cultural setting. However, this is a long-term and difficult process.

In the culture shock that experienced by some step that is called d U-Curve in Samovar explained several stages of culture shock. First is an *optimistic phase (Honeymoon)*, in this stage, people who enter culture may be pleased by all the new thing encountered. Then, the second stage is *the problem cultural*. It is may start a series negative experience and escalating problem. Culture shock occurs because of inappropriate behavior in the new cultural., which result in a large amount of stress and increasing depression, anxiety, tension, and confusion. After that next stage is *recovery phase* appears followed by increased ability to learn how to adjust effectively to the new cultural pattern. A variety of adaptation will be achieved during this phase, so negative effect of culture shock begin to become less. The last stage is an *adjustment phase* which often comes after one and a half years. In this phase, people are able to solve the problem and manage new cultures successfully, and symptom of culture shock disappear largely. But, some of the thing that, to live in two cultures, someone will need to adapt again with its cultural passed away and bring out the idea of W curve, the combination of 2-Curves.

Figure 2.1 Culture Shock Phase



2.2 Figure Culture Shock for Sojourners



The culture shock influenced from the communication barriers between culture such as language, physical, emotional experience, this motivation, perception, nonverbal communication and competition (Samovar, 2010).

3. Learning Outcome

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. They are explicit statements about the outcomes of learning – the results of learning. They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences. In reality, they represent much more than this (Stephen Adam).

A learning outcome is a person's ability obtained after following the process of learning (Gagne and Briggs). According to Winkle learning outcome is a change that resulted in changing human attitudes and behavior.

Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher (expressed in the aims of a module or course). They can take many forms and can be broad or narrow in nature (Stephen Adam). A learning outcome is the result of learning is the abilities of the students after receiving their learning experience (Sudjana, 2004: 22).

A learning outcome is a written statement of what the successful student/learner is expected to be able to do at the end of the module/course unit, or qualification. The key aspect each of the definitions has in common is the desire for more precision and consideration as to what exactly a learner acquires in terms of knowledge and/or skills when they successfully complete a period of learning.

Howard Kingsley (Sudjana, 2006:22) splits the three kinds of learning outcomes i.e. 1) skills and habits, 2) knowledge and understanding, 3) attitudes and ideals.

Each type of outcome can be filled with learning materials and curriculum. Soedijarto (in Baso Intang Sappile, 2006:49) States that "learning outcome is the level of mastery achieved by students in teaching and learning program in accordance with purposed specified education".

According to Sudjana)learning outcome are the skills students have after he received a learning experience " (in Baso Intang Sappile, 2006:22).

Hamalik (2008:170) mention that measurement of the learning outcome carried out in a certain way in accordance with the intent and purpose of the measuring, which was designed with the design model evaluation, namely the formative evaluation summative evaluation, evaluation, reflective, and the combination of these three models.

1. A summative Evaluation), is a form of implementation of the evaluation conducted at the end of a program of learning or teaching and learning

activities Model or from this evaluation aims to know the final results achieved by students, namely the mastery of knowledge. The results of this assessment at the same time describing the success of the process of teaching and learning. Summative evaluation function provides information to make decisions to determine graduation or to determine a program can be forwarded to the new program or repetition learning program needs to be done.

2. A formative Evaluation) is a form of implementation of the evaluation conducted during the program and learning activities. The purpose of the implementation of this evaluation is to get information back towards the teaching and learning process. If there is a weakness in the in the process of teaching and learning, then it can be immediately performed repair properly. The implementation of this evaluation of functional diagnostics, i.e. for repair, which was done with the method's teaching remedial.
3. Reflective, Evaluation is a form of evaluation that was conducted before the implementation of the learning process takes place. The purpose of the implementation of this evaluation was to obtain information about the level of preparedness and the level of mastery learning materials by students, so it can be compiled and predicted the likelihood of its success after experiencing the process of teaching and learning in the future. Implementation of the evaluation function is predictive (forecasting).

4. The combination of implementation evaluation, for example between the form and the form of reflective summative. The purpose of the implementation of this evaluation is to find out the effectiveness of teaching and learning, for example in the form of pre-post test design. Thus knowable contribution learning system components to the success of student learning.

From the above definition can be concluded that the learning outcomes when one has learned to expect a change in behavior on the person, for example, from not knowing to knowing, and of not understanding be understood.

B. Previous of the Study

Firstly, the Junzi Xia (2009) studied about "*Analysis of the Impact of the Culture Shock on Individual Psychology*". This research discusses about culture shock and impact of culture shock, but The researcher applied qualitative and just tell about culture shock, shock and culture symptoms give a solution to culture shock. This research does not examine directly but he just analyzes the cause one is felt a culture shock, while the research was done in this more direct to asked for the opinion to the respondent of what they feel. This research here also given five solutions about how to deal with these symptoms caused cultures.

Gary Thomson, Dorren Rosenthal and Jean Russell (2006) studied about "*Cultural Stress among International Students at an Australian University*". The

researchers also used a quantitative approach and questioner survey. This research also discusses about cultural stress that they feel by the International students who study in Australian University, discusses more the factors that affect the cultural stress, International students. The perceived culture of learning students adjustment in the Australian University. How will they adapt to the new environment, the social interaction, networking with national co-cross, academic or professional performance and physical health? The researcher also examined all of the faculty in the University there are Australian and. Such as Asia, Afrikan, UK, USA, and Canada. So after researchers surveyed questions he finds that most students experience cultural stress is students who rarely use the English/British since its growth. Students are the most feel and experience cultural stress are students who come from Asian and African.

Thirdly, Maliha Nasir (2011) studied about "*Effect of Cultural adjustment on Academic Achievement of International Students*". The researchers also used a quantitative survey approach, questioner, used statistics and use the correlation close-end questioner but these researchers rated on a 5 point. Like the scale type ranging from 1 (strongly disagree) to 5 (strongly agree). This researcher discusses cultural adjustment, this study was an attempt to find how cultural adjustment can affect academic achievement of International students in Islamabad. Equations with te research which will do it are equally about proclaiming the cultural adjustment of new students or first semester in the

university. After doing research the researchers found a significant relation between social adjustment, adjustment, and academic adjustment. Their lack of cultural adjustment in the International students may have the adverse effect of academic on their achievement. Students with inadequate cultural adjustment may find the academic task more difficult and they show poor academic performance. The institutions of higher education have respondents to understand the problems their of international students which they face during the adjustment process. The institutions should provide The necessary support in order to facilitate these students for attaining their aims for which they are living in a different cultural environment.

Chieh-Jen_Shieh (2014) studied about *"Effect of the Culture Shock, Cross-Cultural adaptation on Learning Satisfaction of mainland Chinese students at Wadi in Taiwan"*. This study also discusses Culture shock equally discusses correlation, but in the research using two variable, while the next researcher using two variables. The used quantitative approach, survey questioner, this subject are students a first semester or 4 months with how to choose the five top colleges in Taiwan. After researchers conducted a study using mainland China Students who Wadi in Taiwan a semester as the research participants, a total of 250 questioners were distributed and 167 valid ones were retrieved, with a retrieval rate of 67%. Researchers found that the existence of the correlation between the Cross-Cultural Adaptation with Culture Shock, Culture

shock, and Learning Satisfaction, and Cross-Cultura Adaptation and Learning Satisfaction.

Tatiana A. Baklshova and Andrey V. Kazakov (2016) studied about *“Challenges of International Students’ Adjustment to a Higher Education Institution”*. This research related that International students often face a series of transitional difficulties immediately after arriving to study in Russia Universities. The problems are cataloged according to an academic, social and cultural aspect. This research used qualitative research methods. Collect the data used observation and interview. This research a little bit same with the next research would discuss cultural adjustment the first students. Purposed this research is helped foreign students to given solution about the influence academic, social and cultural aspect. After this research do research, their getting the result. Firstly result is universities should have a Russian language program for international students. Secondly, the Russian universities’ students and teachers should aware of the increasing value of cross-cultural mobility and the special significance of international students’ effective integration in the new environment. The last is desirable to carry out individual consultations, organize tutors’ activities to supersede and assist international students to successfully complete the course of study, as well as to remove psychological stress.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses data that research design, population and sampling, research instrument, data collection procedures and data analysis procedures.

A. Research Design

In this study, researchers use the quantitative method. Donald Ary state that "quantitative research inquiry operational definitions, employing to generate numeric data to answer predetermined hypothesis or questioner (Donald Ary, 2010:648). Imitate Donary Ary quantitative research is research that its using numbers to answer questions based on hypothesis.

The study used the Statistic correlation, Correlational research is by nature that is quantitative constructs are measured using a technique that yields numerick result. The test numbers, which ar assumed to represent the construct, are then analyzed (Donna m. Johnson: 53). In accordance with the objective of this research aims to know the types of culture shock what felt students who live in Asramaa Al-Jami'ah IAIN Palangka Raya and the influence of culture shock against the results of their learning.

This research aims to know the relationship between the influence of culture shock and learning outcomes of the students living in dormitories Al-Jami'ah IAIN Palangka Raya. In accordance with its purpose then this

research descriptive research belongs to correlational. The descriptive research aims to describe the situation. While the correlational research aims to discover whether or not there is a relationship between two States or more (Arikunto, 1998:245). While the correlational research aims to know the existence of a relationship between the influence of culture shock against the results of the learning of students living in the dormitory Al-Jami'ah IAIN Palangka Raya. In this research is the relationship between the dependent variable (X) culture and the independent variable (Y) result of the study. As for the identification of the variables in this study.

1. Dependent Variable: culture shock

Culture shock is a shock/symptoms the syndrome experienced by a person at the moment of entering the new cultural environment with a different cultural environment. A benchmark in this research is the area of origin of the respondent.

2. Independent Variable: Result of the study (an index of achievement)

Achievement index (IP) is the result of someone in the form of score/rating after following certain education or learning. This research takes student IP gain the 2016 host from first semester to second semester to known whether increase or decrease in the IP.

B. Population and Sampling

1. Population

Research need an object to be scrutinized as we call population and sample. The population is whole components that you are interested in modestly (Thomas F. Burgess;2010,2). In addition, a population is a group of people whom the survey is about. (Zoltan Dornyei and Tatsuya Taguchi;2010,4). It is clear to be caught the meaning of population as the entirety of people who becomes the object of the research.

The population in this research are all of the new students in IAIN Palangka Raya. It is consist of new students lived at dormitory total, 160 students.

2. Sample

A sample is a small group of people that is observed. The sample is a portion of the population (Donald Ary,2010:148). According to the definition above sample is a small group, the researcher will be observed them to be the sample. For this research, new students at dormitory Al'Jamiah IAIN Palangka Raya to 2016 period.

In this research, the researcher used *purposive sampling*. Purposive sampling—also referred to as judgment sampling—sample elements judged to be typical, or representative, are chosen from the population and purposive sampling has been useful in attitude and opinion surveys. (Donald Ary:2010,156). Imitate to the opinion above purposive sampling

purpose that population already defined using certain groups already select by researchers. Purposive sampling also focuses on opinion and behavior. Purposive sampling in accordance with the study in which researchers focus indeed seek the opinion of students about what they feel.

Based on the survey results, the researcher in this study researcher can use only 40 students from 160, because other students were no longer active in daily activities in the dormitory IAIN Palangka Raya.

C. Research Instrument

1. Questionnaire

The questioner is technic to collect the information to allow for analyzing study about attitude, conviction, behavior, and characteristic a group of people able to influenced by a system of long standing. Michael W. Passer (2014:206) he states that:

The questionnaire is distributed to the person concerned with a request to answer the question and return the questionnaire. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose of the questionnaire itself. The respondents have to answer the questions on their own.

Imitate to Michael W. Passer questioner was distributed to a selected respondent then respondent returned the question that has been answered. Researchers create questions responded readily

understand and questions were addressed to the respondent that their self.

The type of questions that will be made by the researcher is a type of *closed-end questions*. According to Creswell (2010) Closed-end questions are questions that limit or close the response options available to respondents. In this research, the researcher gives two options of answers that are 1. Yes and 2.No. the researcher gives two options because in this questioner the researcher would know how many high the culture influence they are daily live in the new environment and what are the type of the culture shock they feel.

Indicator from the questioner are to found the phase that makes students at dormitory feel disturbed in culture, also to found the elements of culture that can influenced students at dormitory IAIN Palangka Raya 2016 period and to found there is correlation between culture shock and learning outcome.

2. Documentation

Documentation is the source of any kind, whether it is writing, oral, archeological, or picture. Sugiono (2011:329) he states that:

Documentation is a record of events that have already passed. The document could have shaped the writing, drawing or the monumental works from someone. Documents that shaped the writing e.g. diary, life history, stories, biographies, regulations. The document image for example horns-photos and sketches. Documents that shaped the work of such as artwork, which can be either an image, sculpture, movies.

In this research after the researcher having questionnaires from the participants, the researcher used documentation as the other supporting material to make this research more accurate. The researcher collected all the result of the study card (KHS) from all the participants.

3. Validity

Before the questionnaire is distributed to the respondents. The conclusiveness of the items which was going to be answered should be measured in order to know the validity. Validity is the degree to which the evidence and theory support the interpretations of test scores entailed by proposed uses for tests (Donald Ary, 2010).

There are 22 grains of questions asked by researcher for validation, it turns out that all the questions are already valid. In this study, researcher use face validity. Face validity is the validity of the associated what appears in measuring things and against what is supposed to be about to be measured (Azwar, 2003). According to Azwar, face validity is the validity of that measure what researchers will measure. (See on Appendix 2)

D. Data Collection Procedures

According to Sugiyono (2013:224) data collection technique is the most strategic step in the research because the main goal of the research is to

get the data. Data collection is one of the strategi for the researcher to finding the data.

The survey was distributed in one way which the questionnaire spreads to the students in dormitory Al-Jamia'ah 2016 period IAIN PALANGKA RAYA . For the simple detail, it can be seen from the steps below:

1. The researcher provides in the questionnaire.
2. The researcher hands over the questionnaire to the respondents.
3. The researcher collects answer from respondents.
4. The researcher asking result of the study (Kartu Hasil Belajar) from first and second semester respondents.
5. The researcher's sums about the result of the research used SPSS statistic application.
6. Correlation the result of the study (Kartu Hasil Belajar) from the first and second semester.
7. The researcher from the result to questions analyze from respondents and correlation both the result of the study (Kartu Hasil Belajar).

E. Data Analysis Procedures

The technique of data analysis is an important step done researcher for calculating the results of his research. In the study, researchers use counting scale, Guttman. Scale Guttman has assumptions according to Babbie (Petrus, 2011:149) that the basis of the facts in which some of the items under

consideration must be substantiated into a strong hint one variable compared to other variables. Guttman scale is a scale used to obtain answers from respondents who are clear (unequivocal) and consistent. For example with the words yes or no and sure or not sure. On a scale of Guttman has only two scores, e.g. on the attitude that supports compliance with the question or statement was given a score of 1 and an attitude that doesn't support in accordance with the questions or statements were given a score of 0. If an answer is appropriate (positive) it is counted $1 \times 100\% = 100$ and the answers don't match (negative) $0 \times 100\% = 0$.

To test the relationships of the influence of culture shock with the results of learning new student IAIN Palangka Raya who lived in a dormitory Al-Jami'ah the 2016 host in this study, researchers used a scale that is by using measurement tools in the form of statements. Researchers use a statistical analysis to test both variables in this study. Statistical analysis of this data can use a computer program SPSS 20 for windows with the correlation formula Product Moment, expressed by Pearson (Arikunto, 2003:146). To analyze the data, the researcher applied the steps as follows:

- a. The researcher collected the main data.
- b. The researcher collect the questioners from the participants and calculate the answer yes.

It calculate the answer yes by using formula :

$$S = \frac{n}{N} \times 100$$

Where:

S = the answer yes score

n = number of the answer yes

N = totally of the participant

- c. The researcher arranged the collected score into the distribution of frequency of score table.
- d. The researcher calculated using Product moment Correlation.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

rx y = The coefficient of correlation

$\sum X$ = Total value of Score X

$\sum Y$ = Total value of Score Y

$\sum XY$ = Multiplication Result Between Score X and Score Y

N = Total of the subject.

- e. Result Analysis.
- f. Conclusion

Next is to determine the nature of the correlation, can be positive or negative. A positive correlation, if the subject matter or the case that high

value of a variable is also high value on other variables and so are the low value of one variable will have the value lower on other variables (score high on X also score high on the Y, or score lower on low-score also on X-Y). A negative correlation when in the pattern of the relationship going the opposite, namely that earn high marks in a factor generally scored lower on other factors, which gets low on one factor gets high on other factors (high score low score on X in Y).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher would like present description of the data obtained and present the result of questioner, interview about culture shock faced by students at dormitory IAIN Palangka Raya, calculate learning outcome and also discussion concerning of finding obtained relationship between culture shock and learning outcome.





A. Data Presentation

Based on the results of data collected by the researcher, whereas the data generated from the respondents were taken from all students living in dormitory Al-Jami'ah IAIN Palangka Raya 2016 period. From the 160 students in dormitory Al-Jami'ah IAIN Palangka Raya there are only 40 students who return the questionnaire and give them Study Results Card at the second semester, 50 students did not return the questionnaire and there were 70 students who were present during the questioner division.

In connection with these data as for the steps that display a variety of data obtained from the field in IAIN dormitory Palangka Raya. Here is the raw data that researcher get from the field.

1) Result of the Questioners

4.1 Table Measurement of Scale

No	Rating	Interval
1	Very High	76%  100%
2	High	51%  75%
3	Average	26%  50%
4	Low	0%  25%

The table above is a table for calculating data if the data from the interval is 76% -100% which means the rating is *very high*, the interval from 51% -75% rating is *high*, the interval from 26% -50% the rating is the *average* and 0% -25 % *low* rating. From the above calculations the researcher can decide whether the data is very high, high, average and low.

a. Honeymoon Phase

In this phase where the honeymoon phase is where a person feels happy when they will move to a new place or environment. At this first phase someone will assume that in their new place will be comfortable because they will leave the old residence and occupy a new place and environment. In this honeymoon phase the researcher makes three questions. Each question asks about their feelings for the first time when they come or occupy the neighborhood and new friends. The table below is the result of data

obtained by the researcher about three questions in honeymoon phase.

**4.2Table of Questions for
Honeymoon Phase**

Number	Questions		
	1	2	3
A1	1	1	0
A2	1	0	1
A3	1	1	1
A4	1	0	0
A5	1	1	0
A6	1	0	1
A7	1	1	1
A8	1	0	0
A9	1	1	1
A10	1	1	0
A11	1	1	1
A12	0	0	0
A13	1	0	0
A14	0	1	1
A15	1	1	0
A16	0	0	0
A17	1	0	0
A18	1	1	0
A19	1	1	1

A20	1	1	0
A21	1	1	1
A22	1	0	0
A23	1	1	0
A24	1	1	0
A25	0	1	1
A26	1	1	0
A27	1	1	0
A28	1	0	0
A29	1	0	0
A30	1	1	0
A31	1	0	0
A32	1	1	0
A33	1	1	0
A34	0	1	1
A35	1	1	1
A36	1	1	1
A37	1	1	1
A38	1	1	0
A39	1	1	0
A40	1	1	0
Total	35	27	15
Percent(%)	87,5	67,5	37,5

b. Culture Shock Phase

The second phase is Culture shock, Culture shock is where a person who initially comes and occupies a new place or environment that feel happy or called honeymoon start to feel surprised, anxious and helpless will habits, rules and social structure in the environment and new friends, so as to influence their daily activities. In this phase Culture shock researcher also gave seven questions related to Culture Shock. The following data obtained by researcher with seven questions are made and the researcher found some data from respondents, it showed in the table below.

**4.3 Table of Questions for
Culture Shock Phase**

Number	Questions						
	1	2	3	4	5	6	7
A1	0	0	0	0	0	1	1
A2	0	0	1	0	0	0	0
A3	1	1	1	0	0	1	0
A4	0	0	0	0	0	0	0
A5	0	0	0	1	1	1	0
A6	0	0	0	0	0	0	0
A7	0	0	1	0	1	1	0
A8	0	0	0	0	0	0	0
A9	0	0	1	1	1	1	0

A10	1	0	0	0	1	1	0
A11	1	1	1	0	0	1	1
A12	0	0	0	0	0	0	1
A13	1	1	1	1	1	0	0
A14	0	0	0	1	1	1	1
A15	0	0	0	0	0	1	0
A16	1	0	0	0	1	1	0
A17	1	1	1	0	0	0	0
A18	1	0	1	1	1	1	0
A19	1	0	1	0	1	1	0
A20	1	0	0	0	1	1	0
A21	1	1	0	0	1	1	1
A22	0	0	0	0	0	0	0
A23	0	0	0	0	0	1	1
A24	1	0	1	1	1	0	0
A25	1	1	1	1	0	0	1
A26	0	0	0	0	0	0	0
A27	1	0	1	0	1	1	0
A28	0	0	0	0	0	0	0
A29	0	0	0	0	1	1	0
A30	1	1	1	1	0	0	1
A31	0	0	0	0	1	0	1
A32	1	1	0	1	1	1	1
A33	0	0	0	0	1	0	0

A34	1	1	1	1	0	1	1
A35	1	1	0	0	1	0	0
A36	0	1	0	1	1	1	0
A37	0	0	0	0	0	0	0
A38	0	0	0	1	1	1	1
A39	0	0	0	1	1	0	1
A40	1	0	0	0	0	1	1
Total	18	11	14	13	21	22	10
Percent(%)	45	27,5	35	32,5	52,5	55	25

c. Recovery Phase

Once they feel the culture shock, they will enter therecovery phase. Recovery is when a person has felt the shock of the culture then he will slowly begin to get used to the environment and new friends. In this recovery phase they have started to recover and have started to adapt to the new environment. In this phase researcher make five questions about the healing phase.The table below is the data obtained from the respondents.

4.4 Table of Questions for

Recovery Phase

Number	Questions				
	1	2	3	4	5

A1	0	1	0	0	1
A2	0	1	1	1	1
A3	0	1	1	1	0
A4	1	1	1	1	1
A5	1	1	1	1	1
A6	1	1	0	0	0
A7	1	0	1	1	1
A8	1	1	1	1	1
A9	1	0	1	1	0
A10	1	0	1	1	1
A11	0	1	1	1	1
A12	1	0	1	1	0
A13	0	1	0	0	0
A14	0	0	1	1	0
A15	0	0	1	1	1
A16	1	1	1	1	1
A17	1	1	1	0	1
A18	1	1	0	0	1
A19	1	0	1	1	1
A20	1	1	1	1	1
A21	1	1	1	1	1
A22	1	1	1	1	1
A23	1	1	1	1	1
A24	1	0	1	1	0

A25	1	1	0	0	0
A26	1	1	1	0	1
A27	1	1	1	1	1
A28	1	0	1	1	1
A29	1	0	1	1	1
A30	1	0	1	1	0
A31	1	1	1	0	0
A32	1	0	1	1	1
A33	1	0	1	1	1
A34	1	1	0	1	1
A35	1	1	0	1	1
A36	1	1	1	1	0
A37	1	1	1	1	0
A38	0	1	1	1	1
A39	1	1	1	1	0
A40	1	0	1	1	0
Total	32	26	33	26	25
Percent(%)	80	65	82,5	65	62,5

d. Adjustment Phase

Entering the fourth phase is Adjustment, where this phase is the last phase where someone who felt honeymoon, culture shock and recovery will experience the last phase of adjustment, where

someone is very familiar with the environment and new friends. In this phase, researcher make three questions that ask them to adapt to the environment and new friends and the reseracher found some data.

4.5 Table of Questions for Adjustment Phase

Number	Questions		
	1	2	3
A1	0	1	1
A2	1	1	1
A3	1	1	1
A4	1	1	1
A5	0	0	1
A6	1	1	1
A7	1	0	1
A8	1	1	1
A9	1	0	1
A10	0	1	1
A11	1	0	1
A12	1	1	0
A13	1	1	1
A14	0	1	1
A15	1	1	1
A16	1	1	1

A17	0	1	1
A18	1	0	1
A19	1	0	1
A20	1	1	1
A21	0	1	1
A22	1	1	1
A23	0	1	1
A24	1	1	1
A25	0	1	1
A26	1	1	0
A27	0	1	1
A28	1	0	1
A29	0	1	1
A30	1	1	1
A31	1	1	1
A32	1	1	1
A33	0	0	1
A34	1	0	0
A35	0	1	1
A36	1	1	1
A37	0	0	1
A38	0	1	1
A39	1	1	1
A40	1	1	0

Total	25	30	37
Percent(%)	62,5	75	92,5

e. Elements of Culture

In the type of culture the researcher gave four questions which are related to culture. What kind of culture make them surprised by the new environment. In the four questions where each item of questions covers the Language, Communication, Value and Attitude and Social Structure. The table below is the result of data obtained by the researcher after dividing the questioners.

**4.6 Table of Questions for
Elements of Culture**

Number	Questions			
	1	2	3	4
A1	1	1	1	1
A2	0	0	0	0
A3	1	1	1	1
A4	0	0	0	0
A5	1	1	1	1
A6	0	0	1	0
A7	1	1	1	1

A8	1	0	0	0
A9	1	1	0	1
A10	1	1	1	1
A11	1	1	1	0
A12	1	1	0	0
A13	1	1	0	1
A14	0	1	1	0
A15	0	0	0	0
A16	0	1	0	0
A17	0	1	0	1
A18	1	1	0	1
A19	1	1	0	1
A20	1	0	1	1
A21	1	1	1	0
A22	1	0	1	1
A23	1	1	1	1
A24	1	1	1	1
A25	1	1	1	0
A26	1	0	0	0
A27	1	1	1	1
A28	1	1	1	1
A29	1	1	1	1

A30	1	1	1	1
A31	0	0	0	1
A32	1	1	0	1
A33	0	0	0	0
A34	1	1	1	0
A35	0	0	0	0
A36	0	0	0	0
A37	0	0	0	0
A38	1	1	0	1
A39	1	1	0	0
A40	1	1	1	1
Total	28	26	20	22
Percent(%)	70	65	50	42

2) Result of Learning Outcome

From the data search, the researcher is asking responders to give the Student Learning Result Card (KHS) consisting of first semester to second semester. Later their IP will be compared between first semester to second semester.

4.7 Table of Learning Outcome

Number	First Semester	Second Semester
A1	2,50	2,95
A2	2,95	3,32
A3	3,40	3,00
A4	3,70	3,75
0A5	2,75	3,05
A6	3,90	3,67
A7	3,70	3,75
A8	3,20	3,50
A9	3,50	3,83
A10	3,10	3,25
A11	3,43	3,54
A12	3,70	3,92
A13	3,55	3,25
A14	3,10	3,75
A15	3,90	3,79
A16	3,10	3,33
A17	3,80	3,33
A18	3,30	3,42
A19	2,70	3,33
A20	3,70	3,62
A21	3,70	3,81
A22	3,16	3,08
A23	3,20	3,67

A24	2,30	2,83
A25	3,33	3,43
A26	3,70	3,67
A27	3,20	3,52
A28	3,80	3,71
A29	3,20	3,62
A30	3,82	3,50
A31	3,60	3,92
A32	3,28	3,38
A33	3,30	3,42
A34	3,00	3,33
A35	3,50	3,58
A36	3,50	3,08
A37	3,20	3,46
A38	2,75	3,45
A39	2,65	3,68
A40	2,70	3,23

B. Research Finding

1. Testing Nomality

4.8 Testing Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig
Questioner	.142	40	.041	.923	40	.009
IPK	.148	40	.041	.947	40	.058

Based on calculating using SPSS 20, the asymptotic significance normality of culture (questioner) was 0.041. then, the normality was consulted with the table of Kolmogorov-Smirnov with the significance of culture $0.041 < 0.05$ it could be conclude that the data was normal distribution and Kolmogorov-Smirnov with the significance $0.028 > 0.05$ it could be conclude that the data was normal distribution.

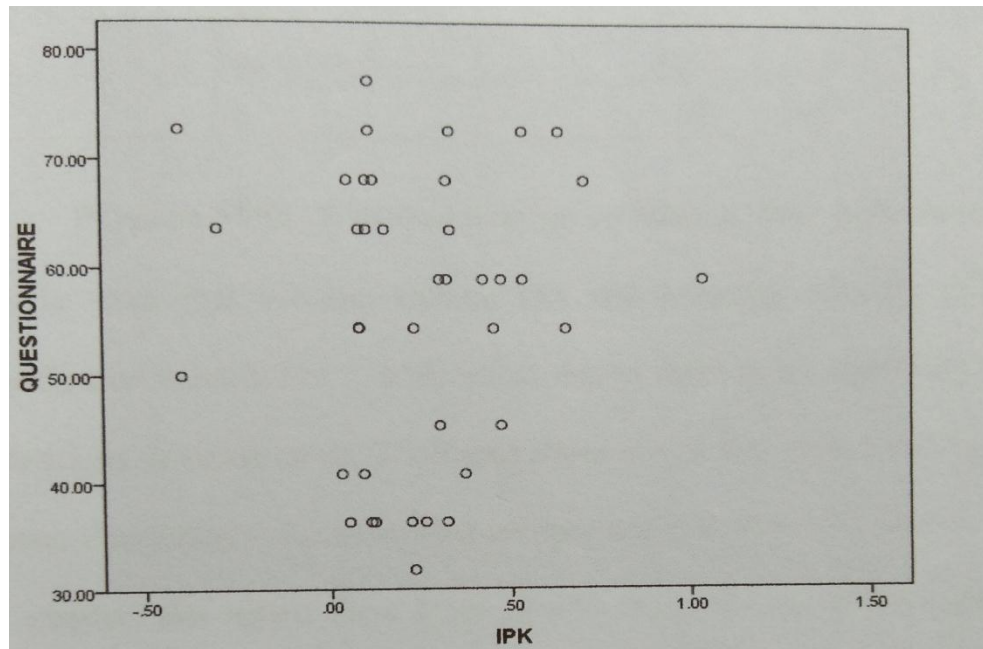
Testing Linearity

4.9 Testing Linearity

ANOVA table							
			Sum of Squares	df	Mean Square	F	Sig
QUESTIONER *	Between Groups	(Combined)	3335.512	24	138.980	.603	.870
IPK		Linearity	21.697	1	21.697	.094	.763
		Deviation from Linearity	3313.815	23	144.079	.625	.864
		Within Groups	3457.242	15	230.483		
		Total	6792.754	39			

Based on the significant value indicate that from above output, significant value= 0.849 is grater than 0.05 (0.849) , which means there is significant linear relationship between variable of culture (x) and learning outcome (y).

Figure 4.10 testing Linearity



The result of culture and learnin outcome was linearity was because seen when variable X score increases, the Y variable score also increase.

2. Testing Hypothesis

4.10 SPSS Calculation Correlation between Culture and Learning

Outcome

Correlations

		QUESTIONER	IPK
QUESTIONER	Person Correlation	1	.057
	Sig. (2-tailed)		.729
	N	40	
IPK	Person Correlation	.057	1
	Sig. (2-tailed)	.729	
	N	40	40

Based on SSPSS 20 statistic program calculation, from table above can be seen that between Culture (X) and learning outcome (Y) significance value $0.729 > .05$ which means there is no significance correlation. If based on the SPSS start that above output it is known that the Person Correlation value associated between each variable does not have an asterisk, this means there is no significant correlation between the associated variable.

3. Interpretation of the Result

3.1 Result of Questioners

a. Honeymoon Phase

Based on the search data conducted by researcher find some results one of them is the *honeymoon phase* generated by respondents is *very high* or they really feel the phase honeymoon. From the table below it states that the first question that gets 87,5% which means it is *very high*. While the second question

with 67,5% results percentage that the second question is *high* and the third question is to ask about their confidence in the environment and the new theme is 37,5% which means the *average* percentage.

**4.11 Table of Question for
Honeymoon Phase**

Number	Questions	Yes	Percent (%)
1	Do you feel good when you first come to the dormitory?	35	87,5
2	Do you feel strange when communicating in English or Arabic?	27	67,5
3	Are you less confident and less free to express yourself in the environment and new friends?	15	37,5

b. Culture Shock Phase

Different from honeymoon phase, if in the first phase there is a *very high* percentage while the second phase is a *crisis or culture shock*. From the survey results and data seen by the researcher that the new students living in dormitory IAIN Palangka Raya 2016 period 52,5% they are worried about the existing regulations in dormitory and 55% they are also surprised and confused when communicating using English or Arabic this can be seen in question item number (6). Percentage 52.5% -55% to complain that

their worry, confusion and shock are *high*. While the question items (2),(3),(4) and (1) the *average* percentage is from 26% -45%. Then the question item at number (7) percentage is *low* with 25% percentage.

**4.11 Table of Questions for
Culture Shock Phase**

Number	Questions	Yes	Percent (%)
1	Do you feel confused and anxious after two weeks in the dormitory?	18	45
2	Are you worried about being in the environment and new friends?	11	27,5
3	Can you not adapt to new environment and friends?	14	35
4	Have you difficulty in learning while together with new friends?	13	32,5
5	Do you feel confused and worried about the rules in the dorm?	21	52,5
6	Are you confused and surprised when you have to communicate using English and Arabic in a new environment?	22	55
7	Do you feel depressed when experiencing negative problems in a new environment?	10	25

c. Recovery Phase

Phase after culture shock is recovery. *Recovery* is where a person who feels culture shock starts to slowly heal and get used to friends and new environment. From the data seen by the researcher

that their recovery rating is *very high*, can be seen from the questions item (1) and (3) that ask about the way learning and understanding of new culture 80% -82,5%. Then the question item about communication, understanding the culture within half a year are well in the *average* of 62.5% -65%.

**4.12 Table of Question for
Recovery Phase**

Number	Questions	Yes	Percent (%)
1	Do your way of learning to be better and orderly when together with new friends?	32	80
2	Does communication with English and Arabic affect your habits?	26	65
3	Do you know and understand the culture in a new environment?	33	82,5
4	Are you able to understand the culture in a new environment in half a year?	26	65
5	Are you able to understand everything related to the environment and new friends well?	25	62,5

d. Adjustment Phase

Then enter the phase where they are able to adapt to the environment and new friends. From the data obtained by the researcher is that they now feel good with friends and new environment that percentage *very high* that is 92,5%, while

understanding about a new culture or habit in the half-life of know and use English and Arabic rating is *high*, with the results 62,5-75%.

**4.13 Table of Questions for
Adjustment Phase**

Number	Questions	Yes	Percent (%)
1	Will you be able to use English and Arabic for half a year?	25	62,5
2	Is it now in half a year or more you are able to understand the new habit?	30	75
3	Are you happy with your new environment and friendsnow?	37	92,5

e. Elements of Culture

Based on the data obtained by the researcher pass to four statements submitted by researcher who have the most rating is the *language* with a percentage of 70%, *communication* with percentage 65%, *value or attitude* 52% which means language, communication, value and attitude generate *high* rating with interval 65% -70%. While the *average* rating is the structure of 42% with intervals of 26% -50%.

**4.14 Table of Questions for
Elements of Culture**

Number	Questions	Yes	Percent (%)
1	Does language become one of your culture shock?	28	70
2	Does communicating with English or Arabic make you confused while communicating?	26	65
3	What is one type that surprised you at the dormitory when you felt yourself doing everything without help?	20	50
4	Whether changes in habits and behaviors make you surprised at the culture in the dormitory?	22	42

3.2 Learning Outcome (KHS)

From the results obtained by researchers from the data Students living in dormitory IAIN Palangka Raya 2016 period has an indication of experiencing culture shock which means from the results of study Students living in dormitory IAIN Palangka Raya period 2016 from first semester to second semester most of which rose the ratio 28:12, so that the influence of culture shock on student learning outcomes living in the dormitory IAIN Palangka Raya 2016 period. The results can be seen in the table below.

4.15 Table of Result from Compare Learning Outcome

Number	First Semester	Second Semester	Contrast	RISE OR DOWN
1	2,50	2,95	0,45	RISE
2	2,95	3,32	0,37	RISE
3	3,40	3,00	-0,40	DOWN
4	3,70	3,75	0,05	RISE
5	2,75	3,05	-0,30	RISE
6	3,90	3,67	0,23	RISE
7	3,70	3,75	0,05	RISE
8	3,20	3,50	0,3	RISE
9	3,50	3,83	0,33	RISE
10	3,10	3,25	0,15	RISE
11	3,43	3,54	0,11	RISE
12	3,70	3,92	0,22	RISE
13	3,55	3,25	0,30	DOWN
14	3,10	3,75	0,65	RISE
15	3,90	3,79	0,11	DOWN
16	3,10	3,33	0,23	RISE
17	3,80	3,33	0,47	DOWN
18	3,30	3,42	0,12	RISE
19	2,70	3,33	0,63	DOWN
20	3,70	3,62	0,08	DOWN
21	3,70	3,81	0,11	RISE
22	3,16	3,08	0,08	DOWN
23	3,20	3,67	0,47	RISE
24	2,30	2,83	0,53	RISE
25	3,33	3,43	0,1	RISE
26	3,70	3,67	0,03	DOWN
27	3,20	3,52	0,32	RISE
28	3,80	3,71	0,09	DOWN
29	3,20	3,62	0,42	RISE
30	3,82	3,50	0,32	DOWN
31	3,60	3,92	0,32	RISE
32	3,28	3,38	0,1	RISE
33	3,30	3,42	0,12	DOWN
34	3,00	3,33	0,33	RISE
35	3,50	3,58	0,08	RISE
36	3,50	3,08	-0,42	DOWN

37	3,20	3,46	0,26	RISE
38	2,75	3,45	0,70	RISE
39	2,65	3,68	1,03	RISE
40	2,70	3,23	0,53	RISE

C. Discussion

Honeymoon if interpreted honey word which means honey and moon means moon which means honeymoon. Based on Samuel Johnson (16 century) Honeymoon means that married couples who are married to couple usually have a vacation to a place that they think beautiful to enjoy. But unlike the honeymoon that is intended in this study..

According to the theory described by Samavor (2010) first phase is a *honeymoon phase* where one feels happy when will move a new place or new environment. Based on Samavor honeymoon where a person feels happy when will move from a place to a new place because he will find a place, environment and new friends. From the results of the questioner division, the theory that Samavor explains by honeymoon is actually felt by students who live in dormitory IAIN Palangka Raya with a *very high* rating and 87,5% percent. It turned out that the phase honeymoon like Samavor said really students feel the first time they live in dormitory IAIN Palangka Raya.

Next phase is Shock culture, if it is interpreted by a cultural word that means the way or habit of a particular area such as language, value and

knowledge (Dwyer, 1996) and shock is the feeling of surprise about something new it finds. So Oberg (1994) says that culture shock is an unsteady anxiety arising from the loss of a familiar symbol and symbol in social relationships. Culture shock means here is where a person feels anxious and anxious about the new environment that makes him surprised with the new habit.

In this phase is a phase *crisis or culture shock* where Samavor (2010) said that phase culture shock is a phase where they worry, anxiety, fear and helpless. This phase was really felt by the students living in dormitory IAIN Palangka Raya period 2016 with a *high rating* period of 52,5%, they stated that confused and surprised by the existing rules in the dormitory AL-Jami'ah IAIN Palangka Raya included in language field. Rating for surprise and anxiety with the language they use everyday is *high* with a percentage of 55%. Based on the results obtained that students who live in dormitory really feel the culture shock where they are exposed to the rules applied in the dorms, especially with the language and communicate using a foreign language is very make them surprised the culture.

Once they feel the culture shock, slowly they will feel the healing. Samavor (2010) said the third phase is *Recovery*, where they begin to recover or have started adapting to the environment and new friends. The way they start learning regularly with friends and new environment with a *very high*

rating of 80% and begin to understand everything related to their new environment with a *very high* rating of 82,5% percentage. From the above results can be concluded that students who live in the dormitory slowly accustomed to the rules and language used in dormitory.

The last phase is the *adjustment*, according to Samavor (2010) adjustment is where someone has been able to interact with people around the environment and are familiar with the new environment. In Oberg's theory (1994) a person who moves into a new environment takes half a year to understand and recognize in a new environment and friend. It turns out that the theory by Oberg said is true felt by students who live in this dormitory from the rating obtained is 70% with a *high* rating and they are now also happy with new environment and friends. Environment and new friends with a *very high* rating of 92,5%. From the results that can be that they are be able to adapt to the environment and new friends they really feel like the theory that Samovor (2010) describes.

Based on the theory of Samavor (2010) it turns out that the dormitory students are getting used to the new environment and they already feel comfortable with their new friends theme within a year they are familiar with the language, social structure value and attitude in their live theme environment the new or dormitory IAIN Palangkaraya.

According to Oberg culture or habit is one thing that makes a person feel the culture shock when they move from one place to a new place. Culture has five types namely, language, communication, value or attitude, religion and social structure. Based on the theory described by the researcher make four questions, which include language, communication, attitude or value and social structure Religion is not included in the statement because new students living in dormitory Palangka Raya are Muslim.

Based on the data obtained by researcher pass to four statements submitted by researcher who have the most percentage is the *language* with a percentage of 70%. So the factor that greatly influences their daily activities is *Language*. Very reasonable they are surprised with the language because the language they use in the new environment is very different from their old environment. These factors also greatly affect their learning patterns because when interacting in a dormitory environment they must use foreign language.

According to Winkelman (1994) proposed that culture shock could result in psychology and psychology, emotion relationships, cognition, and societies, as well as change of socio-cultural relationships, cognition unbalance, and role pressure. Students are natural experiencing culture shock because of environmental movement and changing life patterns. It makes them feel worried about changing habits in the new environment, because

they are in anxious, worried and helpless condition. In this case the depression and learning outcomes will decrease.

Between culture shock and learning outcome (KHS) researcher conneted between variable X (Culture Shock) and varibale Y (Learning outcome). The result of product moment calculatiom in SPSS 20 significance value 0,0729 > 0.05 which means there is no significance correlation. If based on SPSS start above output it is known that the Person Correlation value associated between each variable does not have an arterisk, this means there is no significant correlation between the associated variable. (See on Appendice 2)

CHAPTER V

CONCLUSION DAN SUGGESTION

In this chapter present the conclusion of the study and suggestion which expected giving contribution for the next researchers.

A. CONCLUSION

Based on the data finding and interpretation of the result, It would be conclude to be answer problem of the study and got some conclusion as follows:

1. Phase affecting students living in dormitory IAIN Palangka Raya with percentage 84% which means very high is rules in the dormitory, one of which is the use of foreign languages with very high rating also 88%. Where they are required to use English and Arabic when outdoors activities. Changing the language from the place of origin to the new place makes them feel the shock of culture with the environment and new friends that they live now. Based on statement above it could be conclude that culture shock phase is highest phase either than other phase.
2. The elemnts of culture to which they first settled in dormitory IAIN Palangka Raya was in the elements of language and communication. Where the language gets high rating with a percentage of 70% and communications get high rating also with 65% percentage. Using a

different language with the area of origin and communicating using English and Arabic makes them culture shock.

3. The influence of culture shock on students learning outcomes living in dormitory IAIN Palangka Raya from first semester to second semester is the influence of culture shock on their learning outcome, this can be seen from the comparison of increase in IP is 28:12 students.

After looking at the above explanation so it could describe the conclusion that the correlation between culture shock and learning outcomes based on The test results probability value $0,05$ is $0,057$ and $r^{\text{observed}} 0,729 > r^{\text{table}} (0,403)$, then H_a rejected and H_o accepted. This means that there is a relationship between culture shock and learning outcome.

B. SUGGESTION

1. For researchers

In this research still not perfect, even so to make perfect the data is expected to the next researcher for more be described in depth about what makes the students living in dormitory IAIN Palangka Raya feel surprised with the new culture they get in the environment and new friends. It could not be explained in this research because this research uses Quantitative Research method so it could not be too much to describe in sequence and series about what they feel. It is hoped that further researchers can describe it again to produce an overall describe.

2. For dormitory IAIN Palangka Raya

For senior or Musrifa at dormitory IAIN Palangka Raya in order to improve language learning so that they while interacting obstruct them while interacting using English language. When giving lessons in dormitory to adjustment to their college schedule so they do not feel disturbed between dormitory activities and learning on campus.

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